

Unit Planning Guide: Grade 5 Unit 3 of ____

Unit Title: Connecting Cultures	Pacing (Duration of Unit): 6 weeks
Grade:5	Buffer Day(s):

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
Communicate ideas effectively in writing to suit a particular audience and purpose
Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

<p>Standards (Priority Standards in bold):</p> <p>RL.5.2 Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic; summarize text.</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RFS5.4c Use context to confirm or self-correct word-recognition and understanding , rereading as necessary</p> <p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p> <p>SL.5.1c Use verb tense to convey various times, sequences, states, and conditions</p> <p>SL.5.1d Recognize and correct inappropriate shifts in verb tense</p> <p>L.5.4c Consult reference materials (dictionaries, thesauruses, glossaries), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>WiDA Standards (ELL)</p> <p>To be completed in collaboration with the ELL Department</p>
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

Culture is effected by community, location and common ideas to find similarities and differences between cultures
 Personification helps students infer meaning in text using figurative language
 Perspective changes with a character's point of view
 Point of View can be first or third person and affects the mood of the story
 Sound Imagery is created through sensory language
 Author's Purpose is conveyed though a style of writing
 Persuasive is a style of writing that presents and opinion
 Entertainment is a style of writing that makes the text enjoyable to the reader
 Informative is a style of writing that helps the reader learn new information
 Trickster Tale is genre that teaches us about theme often using personification

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Comparing and contrasting fiction and non-fiction books about a specific topic by quoting accurately from the text.
- Finding similarities and differences in stories from various cultures.
- Creating multimedia presentation based on information drawn from various sources.
- Summarizing and evaluating the content and structure of a classmate's presentation, evaluating how well they support their claims.
- Defining related words and identifying their parts of speech (e.g. nation, national, nationality, nationwide, culture, cultural, cultivate, etc.)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

Students will evaluate point of view by comparing and contrasting multiple texts.

Essential Questions: (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

How does personal experience effect a character's point of view?

Meaning (*Mostly assessed through Performance Tasks/Assessments)